

Learning and Instruction in Bilingual Context

AN INTERNATIONAL CONFERENCE

NOVEMBER 09, 2024

09:30~17:00



IMPLAI

International Master's Program
of Learning and Instruction

學習與教學國際碩士學位學程



國立臺北教育大學
National Taipei University of Education

Table of Contents

■ Agenda 議程	1
■ Campus Map 校園地圖及引導	4
■ Keynote Speaker Introduction 講者介紹	5
■ Presentation Guidelines 發表者注意事項	7
■ Attendee Guidelines 與會者注意事項	8
■ Presentation Abstract 發表者論文摘要	
■ Oral Presentation Abstract 口頭發表者論文摘要	9
■ Poster Presentation Abstract 海報發表者論文摘要	32

Agenda 議程

Morning Section		
9:20-9:40 A.M.	Check-in 報到時間 Location/場地: Science Building 科學館 1F	
9:40-10:00 A.M.	Opening Remarks 開幕式 Location/場地: Science Building 科學館 1F Room : B101	
	Keynote Section Location/場地: Science building 科學館 1F Room : B101	
	Topic / 演講題目	Keynote Speaker
10:00-11:00 A.M.	臺灣雙語教學的理想與現實 The Ideal and Reality of Bilingual Education in Taiwan	Dean and Professor Tzu-Bin Lin 林子斌 院長
11:00 A.M.-12:00 P.M.	Bridging Languages: Instructional Strategies and Insights in Bilingual Education	Distinguished Professor Chun-yin Doris Chen 陳純音 特聘教授
12:10-1:30 P.M.	Lunch Break Please remember to check in for the Afternoon Section before 1:30 P.M. at the <u>Fourth Floor of Duxing Building</u> .	
Afternoon Section A		Afternoon Section B
<u>There will be concurrent sessions, A and B, in the afternoon. Please see page 2 and 3.</u>		

Afternoon Section A		
12:55-1:25 P.M.	Check-in Location/場地: Duxing Building 篤行樓 4F Room/Y401	
1:30-2:45 P.M.	Oral Session 1	
	Session A / 場次 A Location / 場地: Duxing Building 篤行樓 4F Room/Y402	
	Host / 主持人: Professor Yun-Ping Ge	
	Topic / 發表題目	Author
	Translation or Transcreation? An examination of a children's picture book translated from English to Italian	Seán Treacy
	Acculturation and Diaspora: An Intersection Towards Taiwan's 2030 Bilingual Goal in a Sociolinguistic Perspective	Mario Niel Villarias
	On Subject-Specific Vocabulary in Taiwan's Bilingual Textbooks for Elementary Schools	Eric Chia-Hwan Chen
	College Students' Perceptions of EMI Courses—With the focus on students' learning difficulty and instructors' code-switching	柳薇芬
	A Research on Taiwanese Elementary School Teachers' Vocal Discomfort and Relevant Solutions	Mariana Kao
	講評 15 分鐘 Discussant/與談者: Dr. Hak-Ping Tam 譚克平副教授	
2:45 – 3:30 P.M.	Intermission Break & Poster Session(45 Minutes) Location / 場地: Duxing Building 篤行樓 4F Room/Y405	
3:30 – 4:30 P.M.	Oral Session 2	
	Session A / 場次 A Location / 場地: Duxing Building 篤行樓 4F Room/Y402	
	Topic / 發表題目	Author
	Foreign Teachers' Perceptions of Taiwanese Secondary School Students' International Mindedness	Emie Mpolo Lomba
	The Effects of Pear Deck and REACT Strategy on Enhancing Vocabulary Learning in Online Bilingual Courses	鄭宇雯
	An Exploration of Strategic Approaches and Innovative Instructions on the EMI Module Practical Skills for Curatorial Work and Art Practice within a Global Indigenous Issue	彼勇. 依斯瑪哈單 Biung Ismahasan
	講評 15 分鐘 Discussant/與談者: Dr. Hak-Ping Tam 譚克平副教授	
4:30 – 4:45 P.M.	Closing Remarks / 閉幕式	

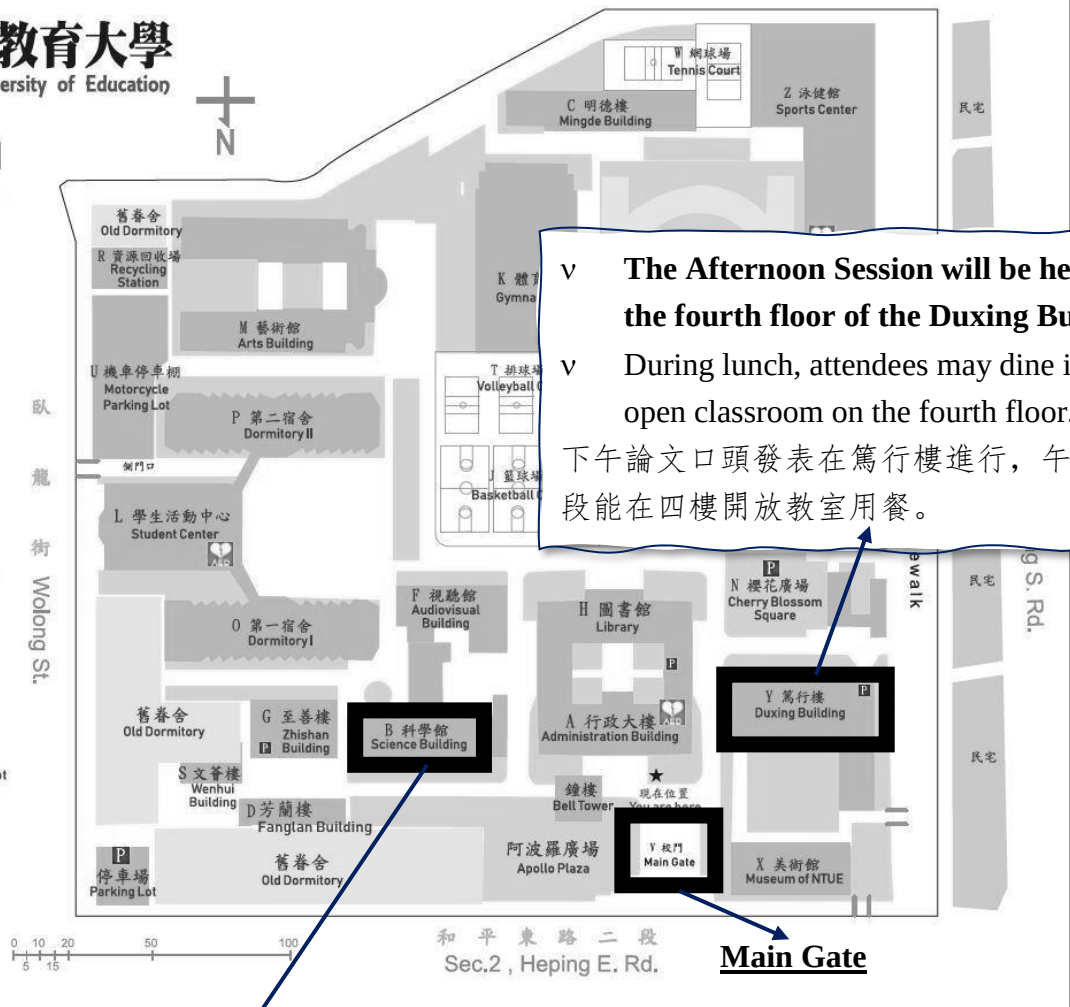
Afternoon Section B		
12:55-1:25 P.M.	Check-in Location/場地: Duxing Building 篤行樓 4F Room/Y401	
1:30-2:45 P.M.	Oral Section 1 Session B / 場次 B Location / 場地: Duxing Building 篤行樓 4F Room/Y404 Host / 主持人: Professor Po-Han Lin	
	Topic / 發表題目	Author
	The Effects of Integrating Social-Emotional Learning Especially Emotional Blackmail Related Knowledge into an English Course	Fang-Jung Chu
	Assessing the Impact of Sensay on Students' Speaking Skills in English Language Instruction	蕭煌元
	The Teaching Practice and Technological Applications of Bilingual Music Courses in a Senior High School	曾靜雯
	跨國銜轉學生的二語教學策略與實踐應用	黃靖雅
	講評 15 分鐘 Discussant/與談者: Professor Brian Kao 高千文副教授	
2:45 – 3:30 P.M.	Intermission Break & Poster Session (45 Minutes) Location / 場地: Duxing Building 篤行樓 4F Room/Y405	
3:30 – 4:30 P.M.	Oral Section 2 Session B / 場次 B Location / 場地: Duxing Building 篤行樓 4F Room/Y404	
	Topic / 發表題目	Author
	The Well-being of Students in Bilingual Programs Implemented in Non-Bilingual Schools	林美惠
	A Cross Cultural Comparison of Science Image Design in Interpersonal Relations between Vietnamese and Taiwanese Textbooks	Lu Dieu Huy
	Relationship between Game Addiction, Achievement Emotions, and Academic Success of Indonesian University Students in The Context of E-learning System	Siti Jamiatul Husnaini
	講評 15 分鐘 Discussant/與談者: Professor Brian Kao 高千文副教授	
4:30 – 4:45 P.M.	Closing Remarks / 閉幕式	

Campus Map 校園地圖及引導



校區平面配置圖

- A. 行政大樓 Administration Building
- B. 科學館 Science Building
- C. 明德樓 Mingde Building
- D. 芳蘭樓 Fanglan Building
- E. 創意館 Creative Building
- F. 視聽館 Audiovisual Building
- G. 至善樓 Zhishan Building
- H. 圖書館 Library
- I. 運動場 Track and Field Ground
- J. 籃球場 Basketball Court
- K. 體育館 Gymnasium
- L. 學生活動中心 Student Center
- M. 藝術館 Arts Building
- N. 櫻花廣場 Cherry Blossom Square
- O. 第一宿舍 Dormitory I
- P. 第二宿舍 Dormitory II
- Q. 禮堂 Main Hall
- R. 資源回收場 Recycling Station
- S. 文萃樓 Wenhui Building
- T. 排球場 Volleyball Court
- U. 機車停車場 Motorcycle Parking Lot
- V. 校門 Main Gate
- W. 網球場 Tennis Court
- X. 美術館 Museum of NTUE
- Y. 篤行樓 Duxing Building
- Z. 泳健館 Sports Center



✓ **The Afternoon Session will be held on the fourth floor of the Duxing Building.**
✓ During lunch, attendees may dine in the open classroom on the fourth floor.
下午論文口頭發表在篤行樓進行，午餐時段能在四樓開放教室用餐。

- ✓ **Morning Section will take place in Science Hall room B101.**
✓ Lunch can be enjoyed in the open space on the first floor.
✓ **(Please note that food and drinks are not allowed in room B101.)**
早上活動將在科學館 B101 進行，
午餐時段能在 1 樓開放空間用餐。(B101 禁止飲食)

During the meal period, attendees are kindly asked to find their own seating. After dining, please tidy up the area and put the trash in the bin. Thank you.
用餐時間請與會者自行尋找位子用餐，
用餐完畢煩請順手收拾環境，並將垃圾丟至垃圾桶或回收，謝謝合作。

Keynote Speaker Introduction 講者介紹



Professor Tzu-Bin Lin (林子斌)

國立臺灣師範大學 教育學系

教授兼師資培育學院院長

possesses extensive academic experience, particularly in diverse cultural settings and high-level leadership roles. He is currently a professor in the Department of Education and serves as the Vice President for Teacher Education at National Taiwan Normal University (NTNU). Over the past decade, he has held various leadership positions, including Associate Vice President for

Academic Affairs, Head of the Center for Teaching and Learning Development (CTLTD), Deputy Director of the Office of Bilingual Education (OBE), and the Ministry of Education Funded Resource Center for English-Medium Instruction (EMI). He also served as Deputy Head of the Department of Education and Head of the Practicum Office in the College of Teacher Education at NTNU. Prior to his tenure at NTNU, he worked at Bournemouth University in the UK and the National Institute of Education (NIE) in Singapore. In addition, Professor Lin is responsible for promoting bilingual education in both the public school system and higher education. He is the principal investigator of a significant project aimed at integrating bilingual teaching across various subjects in primary and junior high schools, which involves 177 schools as of 2024. Since 2016, he has collaborated with higher education institutions in Singapore, Sweden, Japan, and Indonesia to facilitate international practicums for pre-service teacher training.

His scholarship is recognized both nationally and internationally, and he has established strong collaborative relationships with many esteemed institutions worldwide. In 2018 and 2019, Professor Lin served as a visiting professor at the Faculty of Education at Kyushu University in Japan. He was also an adjunct professor at the Education University of Hong Kong from 2021 to 2023. In 2023, he was an Honorary Professor at the Centre for Applied Linguistics at the Institute of Education, University College London, UK. His research interests include education policy and leadership, bilingual education, media literacy, comparative education, and multicultural education. Over the past decade, Professor Lin has published more than 80 papers and book chapters and conducted 30 research projects across the UK, Singapore, and Taiwan.

Professor Chun-yin Doris Chen,

國立臺灣師範大學 英語學系

特聘教授兼系主任

a Distinguished Professor at National Taiwan Normal University (NTNU), earned her Ph.D. in Linguistics from the University of Illinois at Urbana-Champaign in 1991. Her research focuses on language acquisition, English teaching, and teaching Chinese as a second language. Passionate about teaching, she received NTNU Outstanding Teaching Awards in 2014 and 2022. She has made extensive contributions to linguistics, serving as President of the Taiwan Linguistic Society (2012-2014) and Convener of the Linguistics Division of the National Science and Technology Council (2016-2018). She also held editorial roles for *Concentric: Studies in Linguistics, English Teaching & Learning* and *Chinese Teaching and Learning*.



陳純音教授為國立臺灣師範大學英語系特聘教授，於 1991 年順利取得美國伊利諾伊大學香檳分校博士學位。她的研究方向包含一語/二語習得、英語教學、對外華語教學等領域。她熱愛教學，曾獲國立臺灣師範大學教學傑出獎兩次(2014 年與 2022 年)。在語言學領域的服務，包括曾任台灣語言學會理事長(2012 年至 2014 年)及科技部語言學門召集人(2016 年至 2018 年)、《同心圓：語言學研究》、《英語教學》及《華語文教學研究》主編等職務。

發表者注意事項 | Presentation Guidelines

✧ 發表者注意事項：

1. 口頭發表時間

每位講者的發表時間為 **15 分鐘**，每場演講結束後將不會立即進行問答環節。問答環節將安排在分場所有演講結束後的討論時間進行。從講者開始發表即開始計時。計時至 **13 分鐘**時，將舉牌一次；計時至 **14 分鐘**時，將舉牌一次並響鈴一聲；計時至 **15 分鐘**時，將響鈴兩聲，請講者於三十秒內結束發表。

2. 海報發表時間

海報發表時間為當日中場休息時間（2:45-3:30 P.M.），參與者可自由取用點心並參觀海報展示，海報發表者亦可在此時分享其論文及內容。

3. 報到時間與地點

口頭發表報到時間為 **12:55-1:25 P.M.**，海報發表報到時間為 **12:55-1:25 P.M.**，皆於篤行樓四樓進行。

4. 發表證書發放

口頭與海報發表證書皆為當日紙本發放。

5. 問答時間及方法

若您對特定議題或發表有疑問，或希望更深入了解，歡迎參考會議手冊內的論文摘要。摘要最後會附上通訊作者聯絡資訊，期盼所有參與者能透過分享與交流，在學術上獲得更多啟發與學習。

✧ Presentation Guidelines:

1. Oral Presentation Time

Each presenter has **15 minutes** to present. There will be no Q&A session immediately following each talk. Instead, the Q&A will take place during the discussion session after all talks in the sub session are completed. The timer starts once the speaker begins. At **13 minutes**, a sign will be raised; at **14 minutes**, a sign will be raised again, accompanied by one bell ring. At **15 minutes**, two bell rings will sound, signaling the speaker to wrap up within 30 seconds.

2. Poster Presentation Time

The poster presentation will take place during the intermission (**2:45-3:30 P.M.**). Attendees can enjoy snacks while browsing the posters, and presenters can share their research during this time.

3. Check-in Time and Location

Check-in for oral presentations is from **12:55-1:25 P.M.**, and for poster presentations, from **12:55-1:25 P.M.**. Both will take place on the 4th floor of the Duxing Building.

4. Certificate Distribution

Certificates for both oral and poster presentations will be issued in print on the day of the event.

5. Q&A Time and Method

If you have questions or wish to learn more about a presentation, please refer to the abstracts in the conference manual. The corresponding author's contact information is provided at the end of each abstract for further academic exchange and learning.

與會者注意事項 | Attendee Guidelines

✧ 與會者注意事項：

1. 全程參與與簽到簽退

*請務必全程參與本次研討會，並且完成上午簽到(9:20-9:40 A.M.)/上午簽退(12:00-12:20P.M.)與下午簽到(1:10-1:25 P.M.) /下午簽退(4:45 – 5:05 P.M.)。與會證明將在研討會結束後的兩週內發送至您提供的電子郵件，僅限完成簽到簽退者才能獲得證明。*如於全國教師在職進修資訊網登入報名者需全程參與簽到簽退，確保核發教師研習時數之依據。

2. 場次安排與選擇

下午場次分為 A 場與 B 場，與會者可自由選擇參加場次。然而，由於空間有限，若某一場次已滿，請移至另一場次參與。

3. 手機使用

會場內請將手機調至靜音或震動模式，以免影響其他與會者。

4. 飲食限制

與會者請勿在發表及講座期間飲食。科學館 B101 教室禁止飲食；篤行樓四樓教室中午可用餐，但發表進行中請勿飲食。

✧ Attendee Guidelines:

1. Full Attendance

*Please attend the entire conference and ensure to the morning check-in (9:20-9:40 A.M.)/morning check-out (12:00-12:20 P.M.) as well as the afternoon check-in (1:10-1:25 P.M.)/afternoon check-out (4:45-5:05 P.M.). Participation certificates will only be sent to those who complete the sign-in and sign-out process and will be emailed two weeks after the conference. *If registering on the iN SERVICE platform, participants must sign in and out throughout the entire session to ensure the verification of their teacher training hours.

2. Session A and B

The afternoon sessions will be divided into **Session A** and **Session B**, and participants are free to attend either. However, due to limited space, if one session reaches full capacity, please proceed to the other session.

3. Mobile Phone Usage

Please switch your mobile phones to silent or vibrate mode to avoid disturbing others during the sessions.

4. Restrictions Notice

Please refrain from eating during presentation sessions. Food is not allowed in the B101 classroom at the Science Building; however, you may eat in the fourth-floor classrooms at the Duxing Building, except during presentations.

ORAL PRESENTATION ABSTRACT

SESSION A

Host / 主持人：Professor Yun-Ping Ge

Discussant / 與談者：Dr. Hak-Ping Tam

Translation or Transcreation? An examination of a children's picture book translated from English to Italian	Seán Treacy
Acculturation and Diaspora: An Intersection Towards Taiwan's 2030 Bilingual Goal in a Sociolinguistic Perspective	Mario Niel Villarias
On Subject-Specific Vocabulary in Taiwan's Bilingual Textbooks for Elementary Schools	Eric Chia-Hwan Chen
College Students' Perceptions of EMI Courses— With the focus on students' learning difficulty and instructors' code-switching	柳薇芬
A Research on Taiwanese Elementary School Teachers' Vocal Discomfort and Relevant Solutions	Mariana Kao
Foreign Teachers' Perceptions of Taiwanese Secondary School Students' International Mindedness	Emie Mpolo Lomba
The Effects of Pear Deck and REACT Strategy on Enhancing Vocabulary Learning in Online Bilingual Courses	鄭宇雯
An Exploration of Strategic Approaches and Innovative Instructions on the EMI Module Practical Skills for Curatorial Work and Art Practice within a Global Indigenous Issue	彼勇·依斯瑪哈單 Biung Ismahasan

Translation or Transcreation? An examination of a children's picture book translated from English to Italian

Seán Treacy¹ Yun-Ping Ge^{2*}

¹ Department of Foreign Languages and Literatures, College of Liberal Arts, National Taiwan University, Taipei, Taiwan; PhD candidate

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Abstract

The study of translations of children's picture books is a field of study that is comparatively untapped. Popular picture books are often studied from a multitude of scholarly approaches, yet seldom are two language versions of a popular title examined concurrently to determine their differences and, thus, the importance of those differences from a pedagogical perspective.

This research was conducted to determine: 1) the differences between the English and Italian language versions of the popular children's picture book *Rabbit and Bear: Attack of the Snack* (*Grande e Buffo: Una merenda tremenda* in Italian) and 2) what the implications of those differences were. The method of content analysis was adopted to include all pages of the Italian translation against the corresponding pages of the English original. The dissimilarities of note between the English and the Italian versions were documented, tallied and then analysed along lines of pedagogical, linguistic and cultural significance. A number of important changes became apparent post-translation analysis and these resultant findings were categorised into appropriate groups. The differences between the two versions of the book tallied to 125. These variations were divided into four groups: *omissions*, *additions*, *verb changes* and *alterations*.

The results showed that the translation of the original work, though adhering in most ways to the story and being accompanied by the same set of illustrations, gave rise to enough differences to be worthy of shared scholarly discussion. The conclusions drawn from this study outlined the implications for teachers and parents using such picture books in original and/or translated form to teach, as well as the implications for writers and artists who create such material in original versus translated formats.

KEYWORDS: Translation studies, bilingual teaching, bimodality, semiotic analysis, linguistics.

References

- Gough, J., & Field, J. (2018). *Rabbit and Bear: Attack of the Snack*. Hodder Children's Books.
Gough, J., & Field, J. (2018). *Grande e Buffo: Una merenda tremenda* (Gallo, B. Trans). Hodder Children's Books.

* Correspondence author

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Acculturation and Diaspora: An Intersection Towards Taiwan's Bilingual Goal in a Sociolinguistic Perspective

Mario Niel Z. Villarias

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ABSTRACT

Learning a second language is perceived to be one of the popular trends in the 21st century landscape. This language acquisition process is believed to be a complex phenomenon that is often influenced by multitudes of factors that include politics, economic needs, colonialism and cultural upbringing. On a significant note, many studies have highlighted culture as a substantial learning-affecting component that mostly affects the language acquisition process. This global phenomenon of second language acquisition has also influenced the diaspora or the migration mobility of many nationalities in order to cater to the need of second language learners across the globe especially those from countries with English status. In Taiwan, the Ministry of Education has targeted to recruit over 400 English teachers in 2023 to be placed in various public schools across the country. However, it excludes those tenured in the public school and those who are working in the private sector. Furthermore, this article examines the intersection of acculturation and diaspora within Taiwan's bilingual education framework from a sociolinguistic perspective. As Taiwan aims to become a bilingual country by 2030, understanding the contributions of diaspora communities in shaping this goal is essential. Utilizing archival records and existing bibliographies, this research explores how acculturation processes among these communities influence the bilingual education policies and practices in Taiwan. Primary references of this research include government policy documents, educational reports, legislative records, and materials from community organizations.

KEYWORDS: acculturation, diaspora, sociolinguistic, Taiwan's 2030 Bilingual Policy

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A Research on Taiwanese Elementary School Teachers' Vocal Discomfort and Relevant Solutions

Mariana Kao¹ Yun-Ping Ge²

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² International Master's Program of Learning and Instruction, National Taipei University of Education, Taipei, Taiwan; Associate Professor

Abstract

Teachers' vocal demand response in the work setting is a topic that has garnered attention in academia worldwide. However, not much research currently exists in how teachers address and attempt to resolve their struggle with vocal demand response. Vocal demand response in this research uses the definition of the state and/or behavioral changes that occur in production of the voice in response to a perceived communication scenario, with the response varying across individuals. The intention of this study is to investigate the perception of Taiwanese elementary school teachers' voice problem along with their strategies to solve the problem by themselves. The method adopts quantitative and qualitative methods to collect data. Quantitatively, a developed instrument, Mandarin Teacher Voice Handicap Index (M-TVHI), was employed to identify how common it is for sampled teachers to have a severe voice problem. Qualitatively, a follow-up interview tracked the strategies provided by teachers. A snowballing technique was used to collect data. In total, valid responses were 95. Among them, a severe score of voice problem was 4%. A great majority (61%) was mild. With respect to the strategies, most teachers solved their voice problem by adjusting when and how they talk during class, such as using a microphone to amplify their voice; other teachers adjust instructional technique and/or classroom management. The strategies seem to vary according to the instructional experience the teachers have: extremely experienced teachers tended to rely more on adjusting instructional technique over using technological devices. Findings suggest that teacher education programs should include voice training courses for in-training teachers to learn how to speak without straining in order to protect their voice while simultaneously projecting and articulating clearly during teaching. Meanwhile, also providing training on how to manage a classroom based on the characteristic of the class so as to proceed with the planned lesson without the need to raise their voice. The results seem to suggest that both of these aspects may be of essential to help teachers in actively caring for their voice.

KEYWORDS

Elementary school teachers, vocal demand response, M-TVHI, self-perceived causes, self-perceived strategies

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On Subject-Specific Vocabulary in Taiwan's Elementary School Bilingual Textbooks

Eric Chia-Hwan Chen

Department of Children English Education, National Taipei University of Education, Taipei, Taiwan; Assistant Professor

Abstract

To help Taiwan's elementary school bilingual teachers implement bilingual education more effectively, the Taipei City Government produced 45 textbooks and 45 teacher's manuals for seven subjects, including Life Curriculum, Health and Physical Health, Health, Physical Health, Science, Art, and Music, between 2019 and 2024. Though the availability of these rich-contented textbooks and teacher's manuals helps many new bilingual teachers tailor-make appropriate teaching plans for their classes, it also generates some challenges about the subject-specific vocabulary (SSV) for the stakeholders. Among these challenges, the issues about subject-specific vocabulary are the most common ones, including the big gaps in the quantities of SSVs of different textbooks and the justifiability of certain SSVs.

This study aims to investigate two issues: first, the sizes of subject-specific vocabulary in Taiwan's elementary school bilingual textbooks of seven subjects; second, what changes may be observed in students' sizes of English vocabulary if the mentioned bilingual textbooks are adopted and bilingual education of that subject is successfully implemented.

The results of this study suggest that the sizes of Taiwanese elementary students' English vocabulary may be substantially increased if reasonable amounts of high-frequency subject-specific vocabulary are scientifically selected and skillfully taught in their bilingual classes.

KEYWORDS

Bilingual textbook, Bilingual education, Subject-specific vocabulary (SSV)

* Correspondence Author

Eric Chia-Hwan Chen, Email: eric_chen1969@mail.ntue.edu.tw

College Students' Perceptions of EMI Courses—With the focus on students' learning difficulty and instructors' code-switching

Wei-feng Liu

Language Center, Ming Chi University of Technology, New Taipei City, Taiwan; Assistant Professor

Abstract

BEST (The Program on Bilingual Education for Students in College) launched by the Minister of Education invites universities to outline their plan to improve students' proficiency and to encourage more students' with CEFR B2 level or above to take EMI courses. The initiative prompts the discussion from a plethora of studies on the effects of EMI. Nonetheless, few research focuses on the attitude toward EMI courses from students under the CEFR B2 level. The present research, adopting Carspecken's (1996) reconstructive analysis on interview data, explored five college students' perceptions of EMI courses, especially in terms of their self-perceived learning difficulties and instructors' use of code-switching. The result showed that all of the participants agreed that their insufficient vocabulary knowledge was the major obstacle to take courses exclusively delivered in English. The problem can deteriorate when new expressions were presented in isolated and context-free vocabulary lists. However, once the vocabulary and technical terms were acquired through multimodal materials and authentic tasks, students can not only retain and employ them better, but also development communicative competence. The finding also revealed that code-switching was most appreciated after the introduction of new words and subject-specific terminology. Furthermore, students opposed parallel code-switching, namely, an English sentence followed by a Chinese counterpart in the introduction of new concepts, which was considered time-consuming and disrupting. Instead, they preferred EMI instructors to summarize key points only after the English explanation. The pedagogical implications are proposed to give a more comprehensive view of vocabulary/terminology instruction and code-switching in EMI courses.

KEYWORDS: EMI courses

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Foreign Teachers' Perceptions of Taiwanese Secondary School Students' International Mindedness

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Abstract

This study aims to explore foreign teachers' perception of the international mindedness level (IM) of Taiwanese high school students in grades 7 through 12. With the world becoming increasingly interconnected, students are supposed to be competitive in the 21st-century employment market by promoting more international mindedness. This research hopes to shed light on gaps in Taiwanese student IM in order to contribute to strategies or recommendations for Bilingual Taiwan 2030. It echoes teacher voices, who are the primary implementer of this policy and are the first point of contact in interactions with students. To have a comparison with local teachers, 4 Taiwanese teachers were invited to be the participants. The number of foreign teachers was 16. An initial qualitative survey was conducted to investigate teachers' personal and professional backgrounds and was followed by individual interviews. The instrument employed a two-part structure: the first, was a preliminary demographic questionnaire to collect individual background information. Then followed by a 15 to 30-minute semi-structured interview to evaluate teachers' perceptions of Taiwanese secondary students. After transcription of interview data, verbal answers were coded as positive, conditional positive, negative, neutral, or invalid according to the revealed meaning. An inter-rater reliability was tested and the agreement was 78.13%. The results indicate that the participants' perception toward Taiwanese students' international experience was rated above neutral and a little toward positive attitude. In contrast, students' attitudes towards other systems and cultures was rated a little negative under the neutral attitude. Compared to foreign teachers' general perception, on average Taiwanese local school teachers have a more negative perception of Taiwanese secondary students' IM level and that to get Taiwanese students to have a higher IM, we should focus on building their Attitudes towards other systems and cultures (OTH) levels. Suggestions and recommendations for curriculum were made accordingly.

KEYWORDS

IM (International Mindedness) / Global mindedness, Teachers, Taiwan, secondary school, teacher perception, worldmindedness, foreign teachers

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The Effects of Pear Deck and REACT Strategy on Enhancing Vocabulary Learning in Online Bilingual Courses

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Abstract

Vocabulary learning is a fundamental component of acquiring a second or foreign language. However, traditional vocabulary teaching methods, such as rote memorization or repetition, have been criticized for their lack of engagement and potential to demotivate learners. Some researchers advocate for teaching vocabulary in meaningful contexts, as it enhances retention and understanding. One such approach is the REACT strategy, which has been proven effective in promoting contextual learning. Additionally, Pear Deck, an interactive teaching tool designed to increase student engagement and interaction, has been utilized in this study to support vocabulary learning. Despite the individual strengths of these methods, there is limited research on the integration of Pear Deck with the REACT strategy in online language courses. To address this gap, the present study explores the impact of combining Pear Deck with the REACT strategy to facilitate context-based vocabulary acquisition in online bilingual courses. A total of 68 elementary school students from the middle grades participated in a ten-week online bilingual tutoring program, consisting of two sessions per week. Data were collected through pre- and post-implementation achievement tests to measure participants' vocabulary acquisition. The results revealed statistically significant differences in students' vocabulary learning outcomes following the implementation of the Pear Deck and REACT contextual strategy. Furthermore, the findings highlight the benefits of contextualized vocabulary instruction. This study not only contributes to more effective pedagogical practices but also offers practical implications for incorporating contextual teaching methods into English vocabulary learning.

KEYWORDS

Pear Deck, REACT strategy, vocabulary learning, online bilingual courses

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An Exploration of Strategic Approaches and Innovative Instructions on the EMI Module Practical Skills for Curatorial Work and Art Practice within a Global Indigenous Issue

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Abstract

This paper will delve into the strategic approaches and innovative instructions on participatory learning and Problem-Based Learning (PBL) for curatorial studies in the EMI curriculum, titled “Practical Skills for Curatorial Work and Art Practice”. This module is designed to engage students in the essential process of exhibition-making, its implication on materials, and the physical operations of engaged art practice within a curatorial project – *Small Universe within Big Universe* (May 2024) at the National Chi Nan University’s Art Gallery – a collaborative effort with the Rukai Nation artist Eleng Luluan. This curation poses a question that is a way of hearing out an Indigenous embodied utterance and making new forms of speech and performative actions audible. At the core of this participatory learning approach is sharing Taiwanese and global perspectives of the Indigenous curatorial practice. In my participation as the instructor, this art-expanded curriculum examines how a performative encounter can be embodied by reframing the local histories and narratives within global Indigenous arts and curatorial practices that convey fundamental beliefs about the nature of reality and the relationship between humans and land. Visualizing sovereignty in an Indigenous sense is similarly connected to land/*dalah*. In a Bunun context, the phrase *maluskun mas dalah* (return to the land) can be defined as absolute sovereignty. Indigenous criticism of Indigenous art begins with the knowledge that I am part of a community. Initiating my teaching experience, a large part of the learning outcomes aspired to cultivate the inclusion of arts learning in mainstream education and naturalize the idea of creating a culturally resonant space where teachers and students have been partnering with the artists to incorporate the arts into the curriculum.

This paper is divided into three parts: First, it will define the strategic approaches by utilizing the instructor’s designed booklet and learning worksheets to help students predict various scenarios in exchange for the curatorial focus. Then, it will further assemble the production of exhibition-making in relation to performative art (merged with the flexibility of huge immersive installations and the effect of spatial-locomotive-sensory activities) by modifying the roles and responsibilities of being a curator. Students should also have acquired transferable skills and be able to define the task or self-responsibility of a curatorial team where they are engaged throughout curatorial workshops. Secondly, it will compare the functions of the Exhibition Project Model (D. Dean, 1997) and then trace the display of action tasks by integrating four phases of the developmental process into exhibition-making in spatial practice. Students should have formalized the curatorial partnership when working with their team partners. This could create various potential benefits when managing an activities program and assessing the display needs of their archives and objects. Finally, it will physically curate a huge immersive

installation and coordinate the regular presentation of this collaborative exhibition. To sum up, this participatory learning engagement attempted to focus trans-cultural and dialogical encounters on Indigenous works of art with community-based concepts. It could awaken students to question how being a creative engagement producer is used to negotiate a trans-cultural and trans-contextual dialogue of performative power and knowledge linked to specific counter-narratives of Indigenous curatorial practice in Taiwan and beyond.

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<https://drive.google.com/drive/folders/1Bj6mZOvRoIPA6uju8GHUtizfuCs5ifAy?usp=sharing>

The Design of Teaching Materials and Booklet

https://drive.google.com/drive/folders/1eeey9kR8A7N85fC0X7ydl7G2XBN5i6yj?usp=share_link

<https://www.youtube.com/watch?v=DUj5cit6N3c&t=41s>

SESSION B

Host / 主持人：Professor Po-Han Lin

Discussant / 與談者：Professor Brian Kao

The Effects of Integrating Social-Emotional Learning Especially Emotional Blackmail Related Knowledge into an English Course	Fang-Jung, Chu
Assessing the Impact of Sensay on Students' Speaking Skills in English Language Instruction	蕭煌元
The Teaching Practice and Technological Applications of Bilingual Music Courses in a Senior High School	曾靜雯
跨國銜轉學生的二語教學策略與實踐應用	黃靖雅
The Well-being of Students in Bilingual Programs Implemented in Non-Bilingual Schools	林美惠
A Cross Cultural Comparison of Science Image Design in Interpersonal Relations between Vietnamese and Taiwanese Textbooks	Dieu Huy Lu
Relationship between Game Addiction, Achievement Emotions, and Academic Success of Indonesian University Students in The Context of E-learning System	Siti Jamiatul Husnaini

The Effects of Integrating Social-Emotional Learning Especially Emotional Blackmail Related Knowledge into an English Course

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Abstract

Many reasons can cause mental disorders, and emotional blackmail is one. Emotional blackmail has been increasingly discussed in recent years because it happens frequently in interpersonal relationships. Emotional education is important. However, education in Taiwan focuses more on subject matters and less on emotional education (Chang, 2023).

This study attempted to build knowledge of emotional blackmail and help participants become aware of emotional blackmail situations. It is hoped the participants may use emotional blackmail strategies to cope with related situations later. This is a case study, and the participants were fifteen college freshmen students from an English course offered at a university in the Northern Part of Taiwan. Researchers used five weeks to conduct this study, and there was an instruction treatment between pre-survey and post-survey. Researchers spent three weeks teaching emotional blackmail knowledge, and the strategies of dealing with emotional blackmail situations and integrated some clips from a movie into the course to guide the participants to think and discuss the situations of emotional blackmail.

The researchers analyzed the pre-survey and post-survey data and compared the difference in participants' social-emotional competencies, mental status, and speaking ability before and after the treatment. The results showed that teaching emotional blackmail knowledge and strategies of dealing with emotional blackmail situations could enhance the participants' social-emotional competencies especially the participants' self-management aspect.

To sum up, integrating learning of emotional blackmail into an English course enhanced the participants knowledge and awareness of managing emotions and thoughts when encountering emotional blackmail situations. Nevertheless, the results did not show a significant change about the participants' behaviors of resisting being emotionally blackmailed after instruction because they might already have relevant knowledge, or they were able to resist being emotionally blackmailed before instruction. Additionally, most participants in the pre-survey claimed they were not mentally unstable before instructions. Hence, it is reasonable that the post-survey results did not show significant progress in their actual mental status changes.

KEYWORDS

Social-emotional learning and teaching, Social-emotional competencies, Emotional education, Emotional blackmail

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Assessing the Impact of Sensay on Students' Speaking Skills in English Language Instruction

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Abstract

This research project investigates the effectiveness of integrating Sensay, a cutting-edge language learning platform, into English language instruction to enhance students' speaking skills. The study employs a mixed-methods approach, combining quantitative assessments and qualitative analyses to gauge the impact of Sensay on students' oral proficiency. Utilizing a sample of diverse language learners, the research explores how the platform's interactive features, including AI-driven feedback, contribute to the development of fluency, pronunciation, and overall speaking competence. The findings aim to shed light on the potential of Sensay as a supplementary tool in language education and inform educators, curriculum developers, and ed-tech providers on strategies for optimizing speaking skill acquisition.

KEYWORDS

Sensay, language instruction, speaking skills, ed-tech, language learning platform

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The Teaching Practice and Technological Applications of Bilingual Music Courses in a Senior High School

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Abstract

The main purpose of this research was to explore the curriculum design, implementation process, student feedback, as well as the challenges and difficulties encountered in a senior high school bilingual music course. Using an action research approach, the study focuses on bilingual teaching in music creation. The researcher, who also serves as the instructor, conducted a 10-week teaching and research process with the bilingual experimental class at National Singang High School of Arts, where the study participants were first-year students.

The curriculum design centers around two major teaching themes: music production using the Soundtrap online software and AI music generation. A task-based teaching method was employed, organizing the course through activities and tasks. Data collection methods included video recordings, photos, questionnaires, student feedback forms, worksheets, portfolios, and the researcher's reflective notes. The collected data were then analyzed to assess student learning outcomes. Reflection and adjustments were made post-implementation, and the triangulation method was used to enhance the credibility of the research.

The study's results indicate that teaching through software with an English interface greatly aids in describing music bilingually. Students found the music composition lessons refreshing, becoming active music creators rather than passive consumers. However, they were unfamiliar with the large number of English technical terms and interface elements related to music, which led to a fear of learning. The researcher presents the teaching practices and technological applications of the bilingual high school music course in this study, and discusses the findings. Ultimately, a short summary and recommendations for music educators, educational authority, and future researchers were presented.

KEYWORDS

bilingual education, music creation, bilingual music education, CLIL

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跨國銜轉學生的二語教學策略與實踐應用

Second Language Teaching Strategies and Practical Applications for Transnational Students

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摘要

本研究探討國小跨國銜轉學生的二語教學策略與實踐，聚焦於以下三個問題：一、教師在教學中面臨的挑戰；二、適用於這些學生的跨文化溝通教學策略與理論；三、設計符合學生學習特性的課程。

研究採用內容分析與調查法，透過問卷、訪談及觀察蒐集資料。結果顯示，教師應考慮：一、設計適當課程；二、有效利用資訊科技；三、採用多元化教學策略；四、增加華語文學習扶助課程時間；五、強化學校行政協作。除此之外，還應重視學生的家庭背景及兄弟姐妹對華語學習的影響，並對背景較弱的學生（尤其是越南學生）提供額外支持。

受訪教師建議，高等教育應開設跨文化模組課程，以增強師資的跨文化專業知識；提高教師的英語能力，以更好地幫助跨國銜轉學生；並提高教師的鐘點費，以確保師資穩定。

關鍵詞：

跨文化溝通、跨國銜轉學生、教學策略

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The Well-being of Students in Bilingual Programs Implemented in Non-Bilingual Schools

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Abstract

There is a growing focus on the well-being of adolescents in academic research. Parents and teachers increasingly desire that children experience a sense of achievement, develop a sense of belonging, perform well academically, and cultivate positive social traits throughout their education. This study examines the well-being of students enrolled in bilingual programs within non-bilingual schools, exploring the psychological effects of bilingual education on these students. The research employed the EPOCH scale (Kern, Benson, Steinberg, & Steinberg, 2016) to survey elementary and junior high school students in Changhua County. The EPOCH questionnaire consists of five positive dimensions: engagement, perseverance, optimism, connectedness, and happiness. A total of 81 valid questionnaires were collected using convenience sampling. Additionally, 75 valid responses were obtained from university students in Taichung City and Changhua City. The findings indicate that elementary and junior high school students in Changhua County exhibit moderate levels of well-being, while university students demonstrate moderately high levels of well-being. Furthermore, significant differences in well-being were observed among students from different demographic backgrounds. These results provide valuable insights for educators and policymakers, aiding in the enhancement of student well-being within bilingual educational environments. Based on the findings, it is recommended that educators implementing bilingual programs regularly use the EPOCH scale to continuously assess the well-being of different student groups. This approach ensures that teaching strategies are responsive to the diverse needs of students, supporting their positive psychological development, and allowing for necessary adjustments to enhance overall well-being. Such practices not only improve student well-being but also increase the effectiveness of bilingual education in promoting positive development.

KEYWORDS

Well-being, Bilingual education, Adolescents, EPOCH scale, Psychological

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A Cross-Cultural Comparison of Science Image Design in Interpersonal Relations between Vietnamese and Taiwanese Textbooks

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Abstract

Bilingual education suggests the learning involves two different cultures. Image design is a kind of cultural artefacts. The use of visual images in science teaching and learning is prevalent and usually identified as useful. According to Kress and van Leeuwen (2020), the interpersonal relations between image and readers depend on the visual design, such as the gaze of the participant in the picture, size of the participants, and the angle of viewers, can considerably establish different quality of visual communication. Consequently, this relation, so called as interpersonal metafunction, can influence the extent of students' engagement with relevant scientific content. Science knowledge is identical worldwide. However, science image design, especially with respect to interpersonal metafunction, which might have variations according to different cultures.

Along with this concern, this study intends to compare the visual presentations of vertebrates from Vietnamese and Taiwanese science textbooks. The analysis focused on the three indices: gaze, size, and angle of participants aforementioned. Content analysis was adopted to illuminate the similarities and variations of visual design of vertebrates' images from the chapter of biological taxonomy. The sample size of images is 124 from three most popular Vietnamese and Taiwanese science textbooks respectively.

The result reveals that the most prevalently design is no gaze of these animals which situated them as specimen and viewers as observers. The size of participants is mostly in the frame of medium shot which provides most details of the body but leaves distant social relations in-between. The angle mostly adopted is eye-level which indicates the relations between learning participants (vertebrates) and viewers are equal. Those shared visual designs engage students less as those animals with gaze and in close shot. The more engagement can draw students to devote more attention and interest in reading and thus to learn more about taxonomic features.

The result of comparison suggests that the visual design with respect to interpersonal metafunction in these two countries is similar. Though the visual indices of gaze, framing, and angle seem to be trivial, textbook designers can create more engagement based on the selection of appropriate photographs which do not only convey scientific information but also a visual tool to implicitly engage students to explore the subject matter further. The suggestions for further textbook image design and instruction are made accordingly.

KEYWORDS

Vietnam, Taiwan, visual design, vertebrate

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Relationship between Game Addiction, Achievement Emotions, and Academic Success of Indonesian University Students in The Context of E-Learning System

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Abstract

Over the past few years, we have seen how dramatically and rapidly the education field changed due to the COVID-19 era. Such weird circumstance drives educators to shift to online learning mode that takes apart students' gaming disorder because students have their own devices and access to the internet. Additionally, it has triggered an increase in game addiction since many people have spent more time indoors. This situation ultimately causes detrimental effects on students' academic performance, emotions, skills, attitudes, and so on. This study aims to examine the correlation between game addiction, academic emotions, and achievement in the context of e-learning. A total of 247 university students participated in an online survey that included a brief explanation of the study aim, demographical, GPA questions, Game Addiction Scale (GAS), and Achievement Emotion Scale (AES). PLS-SEM was used for data analysis. Results showed that game addiction significantly negatively correlated to students' achievement and positive academic emotions. However, game addiction is significantly positively associated with negative academic emotions.

KEYWORDS

Addictive behaviour, Pathological gaming, Internet gaming disorder, Higher education, and Learning performance

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POSTER
PRESENTATION
ABSTRACT

ACCORDING TO TOPIC ALPHABETICAL ORDER

A Frontline Teacher's Exploration of Bilingual Mandarin Teaching in High School: My 2023 Practice Report

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Abstract

The purpose of this study is to explore the practical experiences of frontline teachers in promoting bilingualism in high school Chinese literature classes in Taiwan. Using the bilingual experimental class I taught in 2023 as an example, this study collected relevant data through curriculum design, teaching observations, student questionnaires, and teacher interviews.

At present, bilingual education in Taiwan faces challenges where Chinese instruction remains isolated from global trends, and policies often misalign with teaching practices. However, Chinese, as students' mother tongue, is crucial for reading comprehension in other subjects. Chinese and English, as two pillars of language and literature, can complement each other through methods like analogy and paired reading.

In 2023, I implemented three models of bilingual teaching in high school Chinese: (1) Word Expansion, (2) Thematic Exploration, and (3) Fun Activities. These models aim to prevent bilingual education from being limited to language learning alone, preserving literary and cultural exploration.

Results show that bilingual education enhances students' language skills and cross-cultural literacy, sparking interest in inquiry. However, the program faces challenges such as limited resources and high professional demands. Authorities should improve teacher proficiency, promote language certification, and encourage collaboration between Chinese and English teachers to enhance bilingual education at the high school level.

KEYWORDS : High School Chinese Literature Bilingual Education, Curriculum Modeling, Reference, Pair Reading

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一線教師探索高中國文雙語教學之歷程： 我的 2023 年實踐報告

A Frontline Teacher's Exploration of Bilingual Mandarin Teaching in High School: My 2023 Practice Report

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摘要

本研究旨在深入探討一線教師在高中國文課推動雙語教學的實踐歷程。以 2023 年我任教的雙語實驗班為例，透過課程設計、教學觀察、學生問卷及教師訪談等，蒐集並分析相關資料。

源於現階段國內雙語教育有獨排國文科於外的混沌局面，教學現場與政策似有扞格。然而，中文作為學生的母語，卻是開啟其他學科閱讀理解的重要關鍵。中、英文非只文學與語言兩軸可以互相參照，尚可透過類比、對讀等彼此雙向奔赴、輔翼。

在 2023 年中，我實踐並開發了三種高中國文科雙語教學的模態：（一）字詞的衍申（二）主題性的拓展（三）趣味的活動。主要設計理念都在避免雙語教育僅侷限於語言學習，讓學科與英文之間變成互譯的工具，失去轉譯的文學、文化閱讀樂趣與探究可能。

實踐結果顯示，雙語教學有助於提升學生的語文能力和跨文化素養，並引起興趣，啟發自主探究潛能。但也面臨資源不足，除前述政策面尚未重視，還有共備困難、專業發展需求高等挑戰。研究建議，主管機關應重視雙語教育在國文科的推廣：除提升教師英語能力，應採漸進式的語言檢定認證；多多鼓勵中、英文科教師合作開發兼顧本土特色與國際視野的文學教育課程，期能達至雙語教學在高中端該有的深度與廣度。

關鍵詞：高中國文、雙語教育、課程模態、參照、對讀

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全英語教學設計課程之成效探討

Evaluating Learning Effectiveness in All-English Design Programs

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摘要

此研究針對牛津布魯克斯雙聯學程之全英語授課內容，計畫以質性研究與深度訪談進行資料蒐集與分析，可分為一般性與專業性之英語課程教學探討。一般性以學生觀點為主，比較中英語課程之差異與所面對之挑戰，專業性則包括專業知識教授與技能學習，在英語為第二語言時之學習成效與建議之教學策略。

因此雙聯學程需比照英國教學方法才得以獲得 RIBA 英國皇家建築師考試之第一階段認證，所以授課內容與課程安排極為重要，比方與英方學程溝通，出國參訪與外師來台交流等。鑒於此學程於今年才正式開始第一屆全英語課程教學，全班人數僅 17 人，此研究以質性訪談為主要研究方法，針對不同操作對象設計問題並深入理解背後挑戰，再進一步彙整全英語課程之教學建議。針對不同面向進行檢討並反思，從課程安排，教學策略，溝通模式，學習成效等，建立後續教學發展之參考依據，提出建議包括以下幾點：

1. 英語說聽讀寫能力於全英語授課環境下，學生學習方式需要調整。
2. 學生需要語言轉化的時間消化所學，專有名詞常成為其中關鍵。
3. 語言學習重自發性，提升學生學習動機與企圖心很重要。
4. 教學策略可以強化互動性，如課堂操作或報告，直接反饋學習效益更佳。
5. 教學以不完美英文表達其實可被接受，有時配合中文解釋會有正面效果。
6. 因每位學生程度不相同，拉近師生關係，將有助於理解學習問題與挫折所在。
7. 人工智能太早介入對於語言學習不一定會有正面幫助。

關鍵詞：建築教育，全英語授課，雙聯學程

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建議實驗以「母語」為本的「多語」情境教育，作為復振原住民族教育權、文化權、身分認同權、語言權之積極平權措施

"Proposing Experiments Based on 'Mother Tongue' in a 'Multilingual' Educational Context as an Active Equalization Measure for Revitalizing Indigenous Peoples' Educational Rights, Cultural Rights, Identity Rights and Language Rights"

游歆心

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摘要

雙語教育仍處於實驗中、待轉型之階段，故尤其需要聚焦此語言政策之最終目標。語言之本質，作為人類溝通、教育媒介，以及形塑自我及族群認同之工具，也作為文化的載具或資產；而基於學習者擁有結合平等權與受教育權導出之教育機會均等權利、平等權與文化權結合導出之文化平權，即可推導出語言權之基礎與內涵，意謂「個人能自由、公平地選擇、接近、使用其母語的權利」。不過，另一方面，因為文化具備多元性，不同文化承載者（學習者、語言）的多重關係與情境，在資源分配、經濟利益考量下衍生語言競爭，然而角逐後的優勢語言（英語、華語）反倒侷限我們對雙語教育之詮釋，精確地說是整體語言政策之設計已悖離最初的語言權利保護意旨。舉例而言，本文關注具備多重弱勢結構地位之原住民族群，檢討目前「原住民族實驗教育」現況，存在大部分以華語上課、推行英語教育擴大城鄉差距，觀察普遍學童學習母語意願低落的問題相當嚴重。因此，建議應試推行實驗聯合國教科文組織主張之「母語為本的多語言教育」，使得語言教育政策在實驗調整過程中，透過依文化脈絡之語言情境學習與培養教學能力的循環，「永續」地實現提升憲法基本人權的目標。

關鍵詞：

雙語教育、母語為本的多語言教育、語言權、實驗教育、民族教育、積極平權。

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A Comparative Analysis of Animal Knowledge Representation in Animal-Related Lessons of Indian and Taiwanese English Textbooks

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Abstract

Textbooks are essential documents in bilingual education. In order to know the difference between the textbook designs between ESL (English as a second language) and EFL (English as a foreign language), this comparative study focuses on the differences in the type of information presented in animal-themed chapters of English textbooks from India and Taiwan. The method of a systematic sampling employs from four textbooks that center on animal-themed chapters from India and Taiwan. The aim is to examine the distinct approaches employed by these educational systems in integrating animal knowledge into their curricula. By highlighting the differences in pedagogical strategies and content presentation, this study seeks to provide insights into how these variations may influence language learning and knowledge construction among elementary students, without asserting the superiority of one system over the other. The method of content analysis is adopted to analyze the contents from the sampled chapters. A coding scheme was developed to categorize various multimodal elements such as layout designs, reading paths, contextualization, strategies, and text-image relationships. The findings reveal that Indian textbooks tend to prioritize academic skills and present detailed factual information about animals through a variety of activities such as matching exercises, puzzles, and creative tasks. These methods foster a personal connection between the students and the animals discussed. In contrast, Taiwanese textbooks focus more on building communication skills, integrating broader educational themes such as bilingual learning and conservation through the use of realistic imagery and personified characters. Despite these differences, both educational approaches strive to engage students effectively in learning about animals, though they differ in their emphasis on factual accuracy and communication skills. By examining the content and pedagogical approaches of the selected lessons, the study reveals distinct patterns in how animal knowledge is conveyed. This exploration highlights the diverse ways in which animal knowledge is integrated into elementary education, providing a foundation for understanding how these differences may influence language acquisition and environmental awareness in varying cultural contexts.

KEYWORDS

animal-knowledge, English textbook, India, Taiwan.

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Creating an Inclusive and Enjoyable Bilingual Education with effective teaching methods and strategies

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Abstract

Since 2019, bilingual education has become a crucial educational objective in Taiwan. English's profound influence on Taiwan's language policy has led to considerable revisions in school curricula. Despite the efforts, the effectiveness of bilingual education in Taiwan hasn't met its expectation. This research draws on over a decade of observation and practice in Taiwan's private ESL institutions and 2-year international bilingual school teaching experiences, summarizing research and emphasizing incorporating effective teaching methods and tasks to improve student learning outcomes and address learning difficulties. Key findings include: 1. incorporating pragmatic tasks or activities for transfer learning (Bandura, 1991; Cathal de Paor, 2021; Kasper, 1992) 2. employing soft CLT teaching methods for beginners (1-2 years) and transitioning to hard CLT, CLIL, or CBI for advanced learners (Daar, 2020; de Diezmas, 2016; Stoller, 2004) 3. utilizing dynamic evaluations (Wertsch, 1985) and positive socio-emotional learning (SEL) strategies to scaffold successful learning experiences and promote self-regulated learning (Thompson & Wheeler, 2010), and 4. leveraging technology to create visual, native-like English-speaking contexts and facilitate mastery learning (British Council, 2013; Kagan, 1995; MOE, 2024). The discussions and practices outlined in this research can help struggling students overcome learning difficulties, enhance English teaching reflection and effectiveness, build learning confidence, and cultivate a positive attitude towards failure, thus fostering lifelong learning. These efforts, in turn, contribute to international understanding, mobility, and happiness.

KEYWORDS

Bilingual education, soft and hard CLT, CLIL, CBI, self-regulated learning

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Snowball Throwing: The Theme on Companionship in Katherine Paterson's *Bridge to Terabithia*

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Abstract

Companionship is a basic but important human need because people do not live alone in the world. Companionship is necessary and important because it not only establishes a sense of belonging but also helps prevent emotional and physical problems. Owning a good companionship around can fulfill your emotional support, make your mind positively involved, reduce feelings of loneliness, as well as make you feel comfortable and relaxed.

However, with the advancement of technology and AI in daily life, companionship has been challenged. Companionship is not closely connected anymore. It is significant to mitigate the possible problems of alienation from the lack of companionship and retrieve the warm companionship.

This paper, therefore, introduces an alternative way on literary reading instruction for language teachers who have dealt with young students' difficulties and problems caused by the lack of companionship, and seek to arise students' awareness on the value of warm companionship.

Snowball throwing technique is used on the theme of companionship from Katherine Paterson's *Bridge to Terabithia* so that teachers can guide their students in understanding the value of warm companionship from literary reading, and also cultivate students' reading habits. In snowball throwing technique, students are arranged in groups to work cooperatively and collaboratively. They write down questions from assigned literary reading, ask members questions, report examples of companionship from characters, and express their opinions about companionship based on those characters' situations and behaviors.

Through snowball throwing technique, students can actively engage in group work, improve their speaking ability, understand the value of companionship, form their reading habits, and finally build their interests toward literary reading.

It is also suggested that literary texts are not only good supplementary reading materials for students but also alternative pedagogical advantages for language teachers addressing specific issues of companionship.

KEYWORDS: companionship, *Bridge to Terabithia*, snowball throwing, literary reading, reading instruction

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